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ABSTRACT

This document provides guidance and direction for the professional development of school principals, those who aspire to the principalship, and those whose job it is to prepare principals. It reflects the critical importance of the principal in establishing and maintaining a quality school and so gives special emphasis to the principal's role in leading other leaders and school-based management. The training that many aspiring principals receive falls short in translating knowledge into action, and so the text hopes to fill that gap, as well. It focuses on education and experience and underscores four primary prerequisites: the need for an advanced understanding of the teaching and learning process; a thorough understanding of child growth and development, as well as adult learning; a broad base of knowledge; and a sincere commitment to educational equity and excellence at all levels. Since the principal also sets the example for the school, the text examines leadership proficiencies, such as leadership behavior, communication skills, group processes, curriculum and instruction, and assessment. The book also examines the various components of administrative/management proficiencies, including organizational management, fiscal management, and political management. Two appendices provide a guide for self-assessment and a professional growth plan. (Contains 91 references.) (RJM)

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ELEMENTARY & MIDDLE SCHOOLS

# Proficiencies for Principals

THIRD EDITION

ED 451 583

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# Proficiencies for Principals

THIRD EDITION

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving Elementary and Middle School Principals

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# FOREWORD

With the release in 1984 of *Standards for Quality Elementary Schools: Kindergarten Through Eighth Grade*, the National Association of Elementary School Principals (NAESP) sought to identify the basic characteristics of first-rate elementary- and middle-level schools. At the core of that analysis were two fundamental propositions that research has repeatedly demonstrated:

- First, that children's early school years are crucial to their long-term success in education (and indeed in life), and
- Second, that as the leader of leaders within the school, the building principal is the key figure in determining the effectiveness of those years.

Given those facts, it is essential that K-8 principals be among the most able and effective of America's education leaders—that they possess appropriate personal characteristics and aptitudes and that their professional preparation be relevant and effective.

Most principal preparation programs are designed to provide a sound base of knowledge about school administration. They too often fall short, however, in translating such knowledge into action in the school. *Proficiencies for Principals* addresses this discrepancy by combining research findings with the experience of practicing administrators. The result is essential reading for principals, aspiring principals, professors, and others involved in the management and conduct of professional development experiences for school administrators.

Our goal in publishing *Proficiencies* is to help assure the best possible leadership for our nation's elementary and middle schools. NAESP is committed to a continued exploration of the proficiencies that distinguish outstanding elementary and middle school administrators. We are also committed to identifying and recruiting into the ranks of 21st century principals those individuals with outstanding leadership potential. We warmly welcome your comments and suggestions, as well as your cooperation in this important endeavor.

National Association of Elementary School Principals

# INTRODUCTION

NAESP seeks in this discussion to serve both practicing principals and those responsible for administrator preparation.

In 1983, the National Association of Elementary School Principals (NAESP) launched a two-phase project that resulted in the publication of *Standards for Quality Elementary Schools: Kindergarten Through Eighth Grade* (1984) and *Proficiencies for Principals: Elementary and Middle Schools* (1986). The *Standards* document identified those factors that mark schools of exceptional quality. *Proficiencies* identified the skills, behaviors, and capabilities shared by principals who lead those elementary- and middle-level schools.

Recognizing that conditions affecting schools continually change, NAESP committed to regular reviews of these documents. A revised *Standards for Quality Elementary and Middle Schools* was issued in 1990 and 1996; a revised version of *Proficiencies for Principals* in 1991. This same commitment to keeping these publications current led to this third revision of *Proficiencies for Principals: Elementary and Middle Schools*.

Since *Proficiencies* was first published in 1986, we have witnessed a number of changes in American society, as well as in our expectations for schools. The impact of an increasingly diverse American society, the breakdown of traditional family structures, more children living in poverty, and health-related issues have all been felt at the elementary level. In the midst of these challenges, the nation's attention has been focused on education to assure that America can compete effectively in the international marketplace.

Trends toward school-based management, shared decision making, and a more intense focus on student performance have emerged and have been supported by much of the literature and research associated with effective schooling. However, such developments require school leaders to acquire new skills.

This revised *Proficiencies* document reflects the critical importance of the principal in establishing and maintaining a quality school. Special emphasis is given to the principal's role in leading other leaders and to school-based management, a practice that provides opportunities for the principal and staff to participate directly in decisions that affect them.

Throughout this revision, the reader will find references to leadership behavior that emphasize the changing relationships and collaboration among the principal, the staff, and other stakeholders within the community. Also evident is an emphasis on the principal's role in assuring equity and excellence in curricula and instruction in order to meet the diverse needs of all students. Such matters are destined to be among the most pressing issues confronting principals as we enter the 21st century.

NAESP's goal in this document is to provide guidance and direction for the professional development of practicing school principals, for those who aspire to the principalship, and for those whose job it is to prepare principals. While it is unrealistic to expect that all principals will possess all of the proficiencies cited here, we believe it is important to include them. We believe that practicing school principals will find these *Proficiencies* to be a useful tool for assessing administrative performance and a valuable guide for developing a personal improvement plan. (See Appendices A and B.)

We hope that those who specialize in the preparation of elementary- and middle-level principals also will find it of value in assessing the strengths of their programs and in developing strategic plans for making them even stronger. Further, we hope that local education agencies and boards of education will find the document helpful in identifying future administrators, in assessing the needs of today's principals, and in providing the kinds of professional development opportunities required for continued effective performance in the principalship.

# EXPERIENCE AND EDUCATION PREREQUISITES

Prerequisites for success in the principalship are found in four fundamental areas.

There are at least four prerequisites for success as a school leader. Three are directly related to educational preparation:

1. Advanced understanding of the teaching and learning processes.

School leaders must be solidly grounded in both contemporary and traditional instructional techniques. They must be able to recognize effective teaching, evaluate progress in learning, and demonstrate commitment to enhancing learning for all students, regardless of background or ability.

2. A thorough understanding of child growth and development, and of adult learning.

School leaders must have expert knowledge in the field of child growth and development as well as experience in teaching children. They must be capable of assuring that the curriculum is both challenging and developmentally appropriate. To work effectively in the area of staff development, school leaders must understand adult learning, their readiness to change, their interpersonal relationship styles, and their receptiveness to make choices about their learning.

3. A broad base of knowledge, including a solid background in liberal arts.

School leaders must have a liberal arts foundation that provides a firm grasp of basic curriculum content and an understanding of the relationship between that body of knowledge and the elementary/middle level curriculum.

The fourth—and in some ways the most important—prerequisite is:

4. A sincere commitment to educational equity and excellence at all levels for all children.

School leaders must be caring people who know how to create a learning climate that is based on mutual trust and respect, produces high morale, and places strong emphasis on the fact that all students can succeed.

The first three prerequisites are found to one degree or another in all graduate school preparation programs for elementary- and middle-level teachers and administrators. Even the best preparation programs, however, cannot provide the levels of skill and the practical understanding that come from working directly with students in the classroom on a day-to-day basis. That is why NAESP, in its official platform, recommends that at least five years of successful elementary- or middle-level teaching experience be required for certification as an elementary- or middle-level principal.

Teaching and learning processes have come under close scrutiny in recent years. One result has been the development of a body of new information regarding the ways in which students learn and teachers teach. Noteworthy advances also have been made in understanding learning readiness and other aspects of children's growth and development. Principals who fail to keep abreast of the current literature and research in education soon will become distinctly less-than-proficient principals.

As for the fourth prerequisite—commitment to educational equity and excellence—effective leaders consistently act on the belief that all children can learn. They harbor no doubts in this regard. They are engaged in sustaining an environment in the school that produces excitement about learning among students and staff alike.

# LEADERSHIP PROFICIENCIES

**Proficient principals are leaders of leaders.**

Elementary- and middle-level schools are extremely complex organizations. Therefore, achieving and sustaining high quality calls for a wide range of leadership proficiencies. The principal of a quality elementary and middle school models these proficiencies in every aspect of the school's operation.

Proficient principals understand their highest priority is to assure that students receive effective instruction. They carefully supervise curriculum, instruction, performance, and assessment, and involve staff in developing the curriculum. Collaboration also occurs in the development and implementation of effective teaching practices.

An effective principal ensures that the planning and delivery of instruction produce improved learning for all children. Working with the staff, the principal determines how well students are learning, teachers are teaching, and the instructional program is succeeding. These assessments determine whether a change is necessary or a program should be continued.

Proficient principals are instrumental in creating and sustaining a quality environment that contributes to the desired performance of students and teachers. They are the moral and ethical agents responsible for the welfare and development of students. But they cannot do the job alone. Teachers, parents, and community members also play vital roles in shaping the school's quality and character. The principal and other stakeholders share the responsibility for ensuring that all children receive an equal opportunity for an excellent education. In the final analysis, however, where you find an outstanding school, you will find an outstanding principal.

Proficient principals are leaders of leaders. They understand the change process and are able to facilitate collaborative action that leads to improved student achievement.

The following pages cite specific leadership skills that are basic to proficiency in the principalship.

## Leadership Behavior

The schools of proficient principals are marked by collegiality and a sense of common purpose.

Proficient principals—leaders of quality elementary and middle schools—care about students and staff and are eager for all to succeed. They work effectively with the school community to advance student learning.

The leadership styles of such principals vary, just as situations and personalities vary, but they tend to share certain basic traits and characteristics. Effective principals possess values, beliefs, and personal attributes that inspire others to achieve the school's academic, social, and cultural goals, thereby assuring a meaningful and enjoyable school experience.

Such principals project a positive attitude and image. They inspire confidence, loyalty, trust, and respect. They recognize and value the diversity that exists in every school. Their interpersonal skills are such that the school is marked by collegiality and a sense of common purpose.

Proficient principals are visible throughout the school as they work collaboratively with staff and provide creative and innovative instructional leadership. They are initiators, displaying creativity and vision. They are proponents of shared decision making and reflective practice, as well as effective managers of available resources. Such principals encourage staff, parents, and students to help create relevant learning experiences, and they are quick to give others positive reinforcement and credit for their contributions.

Proficient principals feel an obligation to advance the principalship. They identify and nurture future leaders. They are active in local, state, and national professional associations, as well as in their local communities.

**In the exercise of leadership, the proficient principal:**

- Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs and values.
- Demonstrates moral and ethical judgment.
- Demonstrates creativity and innovative thinking.
- Involves the school community in identifying and accomplishing the school's mission.
- Recognizes the individual needs and contributions of all staff and students.
- Applies effective interpersonal skills.
- Facilitates the leadership of others.
- Conducts needs assessments and uses data to make decisions and to plan for school improvement.
- Identifies, pursues, and creatively coordinates the use of available human, material, and financial resources to achieve the school's mission and goals.
- Explores, assesses, and implements educational concepts that enhance teaching and learning.
- Understands the dynamics of change and the change process:
  - Is knowledgeable about change.
  - Is able to assess the organization's readiness for change.

- Understands the dynamics of resistance to change and how it can be reduced.

- Advances the profession through participation as a member of local, state, and national professional groups.
- Initiates and effectively coordinates collaborative endeavors with local and state agencies.
- Participates in professional development to enhance personal leadership skills.

## Communication Skills

The image the principal projects affects how students, staff, parents, and the community perceive the school.

Of the various proficiencies that distinguish outstanding elementary and middle school principals, one of the most important is the ability to communicate effectively. People are more likely to support a school if they understand its mission, goals, and accomplishments.

The images effective principals project—verbally, nonverbally, and in written communication—create an important perception of the school in the minds of students, staff, parents, community members, and the media. The proficient principal keeps the community informed about what the school and its staff are striving to accomplish, and conveys a positive image of all aspects of school life.

Principals interact with diverse groups of people in a variety of settings. Consequently they must be sensitive to issues of cultural difference, gender, race, and ethnicity. Proficient principals capitalize on opportunities to highlight student achievement, underscore the school's mission, and honestly and openly address questions and problems.

**In using communication skills, the proficient principal:**

- Articulates beliefs persuasively, effectively explains decisions, checks for understanding, and behaves in ways that reflect these beliefs and decisions.
- Writes and speaks clearly and concisely so the message is understood by the intended audience.
- Conveys opinions succinctly and distinguishes between facts and opinions when communicating priorities.
- Understands the impact that his or her nonverbal communication has on others.
- Uses appropriate communication modes, including current technologies, to communicate the school's philosophy, needs, mission, and accomplishments.
- Accurately interprets others' written communications.
- Makes effective use of the media.
- Uses active listening skills.
- Expresses disagreement without being disagreeable.
- Demonstrates skill in giving and receiving feedback.
- Models the behavior expected of others.
- Exhibits multicultural awareness, gender sensitivity, and racial and ethnic appreciation.

## Group Processes

The proficient principal mobilizes others to collaborate in solving problems and accomplishing school goals.

A school community encompasses many committed and energetic people, including some whose talents and expertise may exceed those of the principal. The proficient principal capitalizes on the talents and expertise of others and gives them appropriate credit for their contributions.

Proficient principals recognize that there are powerful cultural norms within the school community that, left unattended, could inhibit change. Proficient principals understand the dynamics of change and the effective application of group process skills. They manage these situations and gain staff and community commitment to the school's goals. They stay informed about current thinking in the field of organizational development as part of their continuing professional growth.

**In facilitating group processes, the proficient principal:**

- Understands group dynamics and applies effective group process skills.
- Establishes a framework for collaborative action and involves the school community in developing and supporting shared beliefs, values, mission, and goals for the school.
- Uses appropriate team-building skills.
- Implements appropriate decision-making and conflict resolution techniques.
- Identifies, in collaboration with the school community, the decision-making procedures the school will follow.
- Works to build consensus, both as a leader and as a member of a group.
- Recognizes when direction and intervention are necessary.

## Curriculum and Instruction

The proficient principal facilitates the establishment of a curriculum framework that provides direction for teaching and learning.

The proficient principal assures that the school's curriculum specifies what students should learn, what concepts and skills students should acquire, and what values, attitudes, and habits they should assimilate. These matters have been determined through the cooperative effort of school staff and community members. They reflect the school's mission as well as the requirements of state laws, regulations, and local board of education policies.

The proficient principal continually seeks adequate resources—time, money, personnel, and materials—to support the instructional program.

In collaboration with staff, the proficient principal ensures that instruction is based on purposeful planning, is appropriate to the developmental level of each child, and incorporates a variety of teaching strategies.

The proficient principal uses staff expertise to improve instruction and promote a common core of learning which, as noted in *Standards for Quality Elementary and Middle Schools,* helps children:

Develop decision-making techniques.

Learn problem-solving and higher-level thinking skills.

Assume responsibility for their own education by developing strong study skills, by learning to use time efficiently, and by learning to complete tasks.

Experience the significance of service to others.

Develop a keen sense of personal and civic responsibility.

Appreciate and respect differences in culture, race, and gender.

**In supervising the development and implementation of curriculum and instruction, the proficient principal:**

- Maintains a visible presence in the classroom.
- Works with staff and community representatives to identify a curriculum framework and common core of learning that support the mission and goals of the school.
- Demonstrates to all stakeholders knowledge of the school's curriculum framework and common core of learning.
- Convenes staff to review and modify the curriculum framework and common core of learning on a regular basis.
- Seeks financial resources sufficient to meet the needs generated by the common core of learning.
- Facilitates the allocation of financial and instructional resources within the school.
- Ensures that a diverse, gender-sensitive, and developmentally appropriate program is provided for each child.
- Encourages students and staff to participate in co-curricular activities, such as community service, that enhance and complement what is learned in the classroom.

**To enlist the expertise of staff for improving instruction, the proficient principal:**

- Engages staff in the study of effective teaching practices.
- Provides varied support strategies such as mentors, research, and support teams.
- Seeks information and advice from a variety of sources.
- Encourages staff to create professional networks both within and outside the school.

## Assessment

The proficient principal uses assessment to improve the school's programs and services.

The proficient principal monitors the daily operation of the school to determine whether established program and service goals are being met. In collaboration with staff, and drawing on such instruments as NAESP's *Standards for Quality Elementary and Middle Schools*, the proficient principal gathers information that helps determine which programs and services should be maintained, which should be modified, and which should be abandoned.

The proficient principal gives high priority to assessing student and staff performance, reinforcing strengths, and developing appropriate assistance plans and remediation. The proficient principal is sensitive to the sometimes delicate issues associated with staff evaluations and possesses the range of human-relations skills needed to carry out the evaluation process constructively.

Proficient principals are aware that they, too, benefit from assessment. At least annually, they make appropriate self-assessments, seek feedback from others, and participate in professional development activities focused on reinforcing their strengths and improving areas of need.

**In assessing programs and services, student achievement, or staff performance, the proficient principal:**

- Ensures that all parties understand the assessment criteria and procedures.
- Seeks and encourages input from a variety of sources.
- Seeks constructive suggestions from all parties.
- Models observation, conferencing, and collaboration skills.
- Uses both formative and summative evaluation procedures.
- Ensures that the assessment process is both positive and constructive.
- Develops, plans, and offers resources for growth and improvement.
- Uses due process procedures and legal assistance in dealing with non-compliance, disciplinary, and dismissal issues.
- Involves others in analyzing assessment data to help design instructional programs that ensure the mission and goals of the school are being met.

**In supervising performance, the proficient principal:**

- Maintains high expectations for students, staff, parents, and self.
- Works with staff to create an effective professional development plan.
- Expects staff participation in professional development activities.
- Cooperates with staff to develop a comprehensive counseling, advisory, and support program for students.
- Ensures instruction is appropriate to the developmental level of the child.
- Ensures teaching strategies and learning styles are appropriately matched.
- Ensures a variety of strategies is used to help students succeed.
- Stresses the importance of purposeful planning.

- Engages parents in discussions on ways to improve student learning.
- Ensures that staff members communicate regularly with parents regarding student progress.

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

In addition to possessing organizational and fiscal management skills, principals must know how to handle political pressures.

The effective principal possesses strong organizational skills in managing the school's fiscal resources, and in dealing with the multitude of political pressures and considerations that affect the school's operations.

Many of the management proficiencies cited in this section have historically been a part of preparatory and continuing development programs for principals. The emphasis here is on their functional application.

Political management is less commonly considered in preparation programs, although it is rare when principals are not required to analyze and manage a number of political realities.

## Organizational Management

The origins of a school's organization lie in its shared beliefs, mission, and goals.

Schools differ widely according to the needs and nature of their students, the skills of their staffs, and the priorities of their communities. The proficient principal works with these various groups in setting the school's unique organizational goals and priorities.

Proficient principals are skilled in managing a wide variety of tasks and responsibilities. They manage the school plan, student services and records, personnel, and the various programs that support instruction. They develop and implement policies and procedures that establish routine practices. They are adept managers of their own time and are protective of the time of others.

Proficient principals participate in professional development programs. They are reflective practitioners who carefully analyze research and state-of-the-art practice for application within their schools.

Their organizational skills are enhanced by their openness—both to new technology and to research findings—and by their careful reflection on what occurs in the classroom, the school, and the community. Proficient principals are constantly alert to organizational adjustments that will improve efficiency and enhance student learning.

**In managing and organizing the school's day-to-day functions, the proficient principal:**

- Possesses a clear view of the past, present, and future of the school.
- Uses collaborative planning to help identify objectives that accomplish the school's mission and goals.
- Selects, assigns, and organizes staff in a way that assures the greatest potential for clarifying and accomplishing the school's mission.
- Considers research findings in making program decisions.
- Analyzes problems effectively and reaches logical conclusions.
- Develops and implements administrative procedures consistent with local policies, state and federal rules and regulations, and contractual agreements.
- Ensures that students are offered programs that are relevant to their unique needs.
- Attracts volunteers and provides them with effective training and meaningful assignments.
- Works with staff and community to create and maintain a safe and orderly learning environment.
- Coordinates services of community agencies so that appropriate resources are directed to all children.
- Develops and implements equitable and effective schedules.
- Employs time management principles.
- Identifies staff strengths in order to appropriately delegate tasks.
- Develops and facilitates a process for the review of curriculum and instructional issues raised by individuals or groups outside the school.
- Creates and implements policies that assure appropriate and confidential collection and use of school and student data.

- Keeps abreast of developments in education law.
- Manages the operation and maintenance of the physical plant.
- Develops plans for applying technologies to instruction and management.
- Promotes the placement of teaching practicum students, student teachers, and teacher and administrative interns in the school.

## Fiscal Management

For proficient principals, sound fiscal management begins with the establishment of program goals and objectives.

Proficient principals understand the relationship between the goals of school programs and the budgeting process.

In addition to judiciously managing district funds, proficient principals clearly articulate school needs and are creative in finding new resources to support school programs. They project future needs, identify new opportunities and resources, develop grant proposals, and establish productive school/business partnerships. They are skillful in enlisting diverse groups and individuals to provide an array of support for school programs.

**In fiscal management, the proficient principal:**

- Understands the school district budget and its implications for the school.
- Involves members of the school community in developing budget priorities based on the mission and goals of the school.
- Prepares the school budget in accordance with school district budgeting procedures.
- Employs and monitors acceptable accounting procedures in the maintenance of all fiscal records.
- Uses cost control procedures and institutes cost-effective practices in the management of all school funds.
- Exercises creativity in finding new resources to support school programs.

## Political Management

The proficient principal understands the dynamics of local, state, and national political decision making.

Principals function in an arena that extends well beyond the boundaries of an individual school or a community. Proficient principals are skilled in dealing with forces outside the school. They are effective in generating public support for school programs and for education in general.

To gain community understanding and acceptance of the instructional program and to keep abreast of community values, priorities, and attitudes, proficient principals are involved in a variety of civic activities. They have a practical understanding of the dynamics and interrelationships of local, state, and national political decision-making processes and their implications for the school.

**In political management, the proficient principal:**

- Develops strategies to attract appropriate financial support for public education.
- Involves community leaders in the development and support of the school's program.
- Uses effective strategies to deal with the political issues and forces that affect the school's operation.
- Understands the dynamics of school district decision making.
- Works effectively with diverse elements of the school community.
- Positions the school as a community resource.
- Participates in local, state, and federal legislative activities.

# CONCLUSION

**Proficient principals never stop learning, striving, and growing as leaders of leaders.**

No principal preparation program can ensure lifetime proficiency. Acquired knowledge and skills must be modified continually to respond to the ever-changing needs of students, staff, and the community.

NAESP's *Standards for Quality Elementary and Middle Schools* notes that outstanding schools are never satisfied that all is well; they continually seek to improve. The same is true for the principals of those schools. As leaders of leaders, proficient principals never stop learning, striving, and growing.

# APPENDIX A

## Guide for Self-Assessment and Professional Growth Development

This guide is designed to assist you in assessing your current standing within each of the areas of proficiency cited on the previous pages. Space is provided at the end of each proficiency area to (a) make specific comments relative to the ratings assigned, and (b) list related professional growth activities.

In checking the appropriate responses:

1. Indicate the level to which each proficiency is important to your current position.
2. Assess the level to which you believe yourself to be proficient in that particular area.
3. Compare the results of 1 and 2 to determine your current need for professional growth in that proficiency.

Leadership theory clearly acknowledges that self-assessment is not without limitations. We would therefore note that the value of this guide can be significantly enhanced by seeking input from supervisors, peers, staff, and others familiar with your performance. Such additional data can provide a more comprehensive assessment of proficiency and thus lead to more accurately focused professional growth planning.

The guide is not intended to be used in the formal evaluation of school principals by their supervisors. Such evaluation should be consonant with specific written performance expectations and standards adopted by a particular school district.

Upon completion of this guide, you should proceed to Appendix B to create a Personal Professional Growth Plan.

# LEADERSHIP PROFICIENCIES

| 1. Leadership Behavior | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 1.01 Demonstrate vision and provide leadership that appropriately involves the school community in the creation of shared beliefs and values. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.02 Demonstrate moral and ethical judgment. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.03 Demonstrate creativity and innovative thinking. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.04 Involve the school community in identifying and accomplishing the school's mission. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.05 Recognize the individual needs and contributions of all staff and students. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 1. Leadership Behavior | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: 1.06 Apply effective interpersonal skills. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.07 Facilitate the leadership of others. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.08 Conduct needs assessments and use data to make decisions and to plan for school improvement. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.09 Identify, pursue, and creatively coordinate the use of available human, material, and financial resources to achieve the school's mission and goals. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 1.10 Explore, assess, and implement educational concepts that enhance teaching and learning. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 1. Leadership Behavior

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 1.11 Understand the dynamics of change and the change process:<br>• Be knowledgeable about change<br>• Be able to assess the organization's readiness for change<br>• Understand the dynamics of resistance to change and how it can be reduced. | 1. IMPORTANCE TO THIS POSITION<br>2. LEVEL OF PROFICIENCY<br>3. NEED FOR GROWTH | | | |
| 1.12 Advance the profession through participation as a member of local, state, and national professional groups. | 1. IMPORTANCE TO THIS POSITION<br>2. LEVEL OF PROFICIENCY<br>3. NEED FOR GROWTH | | | |
| 1.13 Initiate and effectively coordinate collaborative endeavors with local and state agencies. | 1. IMPORTANCE TO THIS POSITION<br>2. LEVEL OF PROFICIENCY<br>3. NEED FOR GROWTH | | | |
| 1.14 Participate in professional development to enhance personal leadership skills. | 1. IMPORTANCE TO THIS POSITION<br>2. LEVEL OF PROFICIENCY<br>3. NEED FOR GROWTH | | | |

# LEADERSHIP PROFICIENCIES

## 1. Leadership Behavior

Overall Assessment of Leadership Behavior Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Leadership Behavior

# LEADERSHIP PROFICIENCIES

## 2. Communication Skills

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 2.01 Articulate beliefs persuasively, effectively explain decisions, check for understanding, and behave in ways that reflect these beliefs and decisions. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.02 Write and speak clearly and concisely so the message is understood by the intended audience. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.03 Convey opinions succinctly and distinguish between facts and opinions when communicating priorities. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.04 Understand the impact that his or her nonverbal communication has on others. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.05 Use appropriate communication modes, including current technologies, to communicate the school's philosophy, needs, mission, and accomplishments. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 2. Communication Skills

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: 2.06 Accurately interpret others' written communications. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.07 Make effective use of the media. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.08 Use active listening skills. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.09 Express disagreement without being disagreeable. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.10 Demonstrate skill in giving and receiving feedback. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 2. Communication Skills | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| 2.11 Model the behavior expected of others. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 2.12 Exhibit multicultural awareness, gender sensitivity, and racial and ethnic appreciation. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

Overall Assessment of Communication Skills Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Communication Skills

# LEADERSHIP PROFICIENCIES

| 3. Group Processes | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 3.01 Understand group dynamics and apply effective group process skills. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 3.02 Establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 3.03 Use appropriate team-building skills. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 3.04 Implement appropriate decision-making and conflict resolution techniques. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 3.05 Identify, in collaboration with the school community, the decision-making procedures the school will follow. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 3. Group Processes | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must:<br>3.06 Work to build consensus both as a leader and as a member of a group. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 3.07 Recognize when direction and intervention are necessary. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

Overall Assessment of Group Processes Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Group Processes

# LEADERSHIP PROFICIENCIES

| 4. Curriculum and Instruction | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 4.01 Maintain a visible presence in the classroom. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.02 Work with staff and community representatives to identify a curriculum framework and common core of learning that support the mission and goals of the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.03 Demonstrate to all stakeholders knowledge of the school's curriculum framework and common core of learning. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.04 Convene staff to review and modify the curriculum framework and common core of learning on a regular basis. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.05 Seek financial resources sufficient to meet the needs generated by the common core of learning. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 4. Curriculum and Instruction

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 4.06 Facilitate the allocation of financial and instructional resources within the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.07 Ensure that a diverse, gender-sensitive, and developmentally appropriate program is provided for each child. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.08 Encourage students and staff to participate in co-curricular activities, such as community service, that enhance and complement what is learned in the classroom. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.09 Engage staff in the study of effective teaching practices. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.10 Provide varied support strategies, such as mentors, research, and support teams. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

# LEADERSHIP PROFICIENCIES

| 4. Curriculum and Instruction | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 4.11 Seek information and advice from a variety of sources. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 4.12 Encourage staff to create professional networks both within and outside the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

Overall Assessment of Curriculum and Instruction Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Curriculum and Instruction

# LEADERSHIP PROFICIENCIES

| 5. Assessment | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 5.01 Ensure that all parties understand the assessment criteria and procedures. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.02 Seek and encourage input from a variety of sources. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.03 Seek constructive suggestions from all parties. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.04 Model observation, conferencing, and collaboration skills. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.05 Use both formative and summative evaluation procedures. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 5. Assessment

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 5.06 Ensure that the assessment process is both positive and constructive. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.07 Develop, plan, and offer resources for growth and improvement. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.08 Use due process procedures and legal assistance in dealing with non-compliance, disciplinary, and dismissal issues. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.09 Involve others in analyzing assessment data to help design instructional programs that ensure the mission and goals of the school are being met. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.10 Maintain high expectations for students, staff, parents, and self. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 5. Assessment

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 5.11 Work with staff to create an effective professional development plan. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.12 Expect staff participation in professional development activities. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.13 Cooperate with staff to develop a comprehensive counseling, advisory, and support program for students. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.14 Ensure instruction is appropriate to the developmental level of the child. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.15 Ensure teaching strategies and learning styles are appropriately matched. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 5. Assessment | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 5.16 Ensure a variety of strategies is used to help students succeed. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.17 Stress the importance of purposeful planning. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.18 Engage parents in discussions on ways to improve student learning. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 5.19 Ensure that staff members communicate regularly with parents regarding student progress. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

# LEADERSHIP PROFICIENCIES

## 5. Assessment

Overall Assessment of Assessment Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Assessment

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

## 6. Organizational Management

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 6.01 Possess a clear view of the past, present, and future of the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.02 Use collaborative planning to help identify objectives that accomplish the school's mission and goals. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.03 Select, assign, and organize staff in a way that assures the greatest potential for clarifying and accomplishing the school's mission. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.04 Consider research findings in making program decisions. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.05 Analyze problems effectively and reach logical conclusions. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 6. Organizational Management | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 6.06 Develop and implement administrative procedures consistent with local policies, state and federal rules and regulations, and contractual agreements. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.07 Ensure that students are offered programs that are relevant to their unique needs. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.08 Attract volunteers and provide them with effective training and meaningful assignments. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.09 Work with staff and community to create and maintain a safe and orderly learning environment. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.10 Coordinate services of community agencies so that appropriate resources are directed to all children. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 6. Organizational Management

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 6.11 Develop and implement equitable and effective schedules. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.12 Employ time management principles. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.13 Identify staff strengths in order to appropriately delegate tasks. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.14 Develop and facilitate a process for the review of curriculum and instructional issues raised by individuals or groups outside the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.15 Create and implement policies that assure appropriate and confidential collection and use of school and student data. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 6. Organizational Management | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 6.16 Keep abreast of developments in education law. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.17 Manage the operation and maintenance of the physical plant. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.18 Develop plans for applying technologies to instruction and management. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 6.19 Promote the placement of teaching practicum students, student teachers, and teacher and administrative interns in the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

## 6. Organizational Management

Overall Assessment of Organizational Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Organizational Management

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

## 7. Fiscal Management

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 7.01 Understand the school district budget and its implications for the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 7.02 Involve members of the school community in developing budget priorities based on the mission and goals of the school. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 7.03 Prepare the school budget in accordance with school district budgeting procedures. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 7.04 Employ and monitor acceptable accounting procedures in the maintenance of all fiscal records. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 7.05 Use cost control procedures and institute cost-effective practices in the management of all school funds. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

## 7. Fiscal Management

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must:<br>7.06 Exercise creativity in finding new resources to support school programs. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

Overall Assessment of Fiscal Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Fiscal Management

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

## 8. Political Management

| | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 8.01 Develop strategies to attract appropriate financial support for public education. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 8.02 Involve community leaders in the development and support of the school's program. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 8.03 Use effective strategies to deal with the political issues and forces that affect the school's operation. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 8.04 Understand the dynamics of school district decision making. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 8.05 Work effectively with diverse elements of the school community. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

| 8. Political Management | | LOW | MODERATE | HIGH |
|---|---|---|---|---|
| The principal must: | | | | |
| 8.06 Position the school as a community resource. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |
| 8.07 Participate in local, state, and federal legislative activities. | 1. IMPORTANCE TO THIS POSITION | | | |
| | 2. LEVEL OF PROFICIENCY | | | |
| | 3. NEED FOR GROWTH | | | |

# ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

## 8. Political Management

Overall Assessment of Political Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Political Management

# APPENDIX B

## Personal Professional Growth Plan

After completing the self-assessment guide in Appendix A, the principal should:

1. Prioritize each of the proficiency categories based on the overall rating assigned to each. Prioritize from 1 to 8, with 1 being the category with the highest need for growth.

   ____ Leadership Behavior
   ____ Communication Skills
   ____ Group Processes
   ____ Curriculum and Instruction
   ____ Assessment
   ____ Organizational Management
   ____ Fiscal Management
   ____ Political Management

2. In the appropriate spaces on the planning pages that follow write the **three** to **five** proficiency categories currently needing the highest level of professional growth. An alternative might be to choose only one or two categories but select two or three specific proficiencies within these categories on which to focus. However, the number of priorities *should not exceed five* at any one time.
3. Choose a specific proficiency within each of the selected proficiency categories that meets one of the following criteria:
   a) Will have the greatest impact on a number of related proficiencies; or
   b) Is the easiest to improve, given time, energy, and resources; or
   c) Is a current strength that, when further improved, will affect the overall category.

   After determining the specific proficiency, enter it on the plan.
4. List specific professional growth activities that will have a significant impact on the identified proficiency. The activities might include such things as focused reading, attendance at workshops and conferences, taking courses at a local college or university, or working cooperatively with a colleague already skilled in the proficiency.
5. Identify a way by which evidence of growth will be determined. This should include a target date for completion.
6. Follow the same procedures for each of the priorities listed on your plan.

Professional growth planning is a continuous process. Such plans should be reviewed and revised at least annually. It can be expected that some priorities will need to be carried into the revised plan.

Effective leaders of leaders maintain a current and relevant personal professional growth plan.

# PERSONAL PROFESSIONAL GROWTH PLAN

FOR _____

FROM _____ TO _____

## Priority 1

Proficiency Category:

Specific Proficiency:

Professional Growth Activities:

Evidence of Growth (including target date):

# PERSONAL PROFESSIONAL GROWTH PLAN

FOR _____

FROM _____ TO _____

## Priority 2

Proficiency Category:

Specific Proficiency:

Professional Growth Activities:

Evidence of Growth (including target date):

# PERSONAL PROFESSIONAL GROWTH PLAN

FOR

FROM TO

## Priority 3

Proficiency Category:

Specific Proficiency:

Professional Growth Activities:

Evidence of Growth (including target date):

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# PERSONAL PROFESSIONAL GROWTH PLAN

FOR

FROM TO

**Priority 4**

Proficiency Category:

Specific Proficiency:

Professional Growth Activities:

Evidence of Growth (including target date):

# PERSONAL PROFESSIONAL GROWTH PLAN

FOR

FROM TO

## Priority 5

Proficiency Category:

Specific Proficiency:

Professional Growth Activities:

Evidence of Growth (including target date):

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